# *Index for Volume 11 (1987–1988)*

By author


Arnzen, D.H., & Verduin, J.R., Jr. (1987). Parents as first teachers: A foundation of lifelong learning. *11*(2), 26–28.

Bonham, L.A. (1988). Learning style use: In need of perspective. *11*(5), 14–17, 19.

Bonham, L.A. (1988). Learning style instruments: Let the buyer beware. *11*(6), 12–16.

Boyer-Stephens, A. (1987). Disabled adult learners: Meeting the needs in community education programs. *11*(2), 12–14, 18.

Brown, C.E. (1988). The live video teleconference in distance learning. *11*(5), 8–10, 24.

Buchanan, A. (1988). An emerging group on the campus. *11*(5), 4–6.

Burnham, B.R., & Seamons, R.A. (1987). Exploring the landscape of electronic distance education. *11*(2), 8–11.

Caffarella, R.S., & O'Donnell, J.M. (1987). The culture of adult education institutions. *11*(1), 4–6, 22.

Cameron, C. (1988). Identifying learning needs: Six methods adult educators can use. *11*(4), 25–28.

Carter, P.D. (1988). Revitalizing society: Practicing human resource development through the lifespan. *11*(6), 27–31.

Chang, K.L. (1987). Occupational literacy: An overview. *11*(1), 19–22.

Daloz, L.A. (1988). The story of Gladys who refused to grow: A morality tale for mentors. *11*(4), 4–7.

Davenport, J., III. (1987). Is there any way out of the andragogy morass? *11*(3), 17–20.

Edwards, K.A. (1988). What the boss really taught me. *11*(4), 14–15.

Epstein, J.H. (1988). A community college's commitment to the more mature. *11*(7), 14–16, 19, 30.

Even, M.J. (1988). Baggage Barriers. *11*(4), 29–30.

Fadale, L.M., & Hammond, D.B. (1987). Intended learning outcomes: Teaching writing to adults. *11*(3), 8–11.

Fahs, G.M. (1987). Bureaucracy does not assure quality. *11*(2), 25, 28.

Florini, B.M., & Vertrees, D. (1988). AEDNET: An electronic network for adult education. *11*(8), 29–30.

Galbraith, M.W. (1987). Certification would advance professional practice. *11*(2), 15–18.

Goodwin-Johansson, C. (1988). Educating the adult patient. *11*(7), 10–13.

Greenwood, C. (1987). Trial and error: It works for adults in college, too. *11*(2), 19–21, 28.

Grottkau, B.J. (1988). P.E.E.R.S.: Programming educational experiences for returning students. *11*(4), 10–13.

Gueulette, D.G. (1988). Better ways to use television for adult learning. *11*(5), 22–25.

Hart, D., Birnbaum, M.L., Grob, L., & Webb, G. (1988). The university adapts to adult student needs: The conference as change agent. *11*(4), 8–9, 13, 28, 7.

Henderson, A. (1988). Dr. Hallenbeck as an adviser. *11*(5), 25.

Holtzclaw, L.R. (1988). Flexible admission practices for adult learners. *11*(6), 9–11.

Imel, S. (1988). Technology and adult education: Special issue overview. *11*(8), 4, 13.

Jennings, J.L. (1987). Public views of extension: Impact and image. *11*(2), 23–24.

Jorgenson, E.E.L. (1988). The need for staff development in adult basic education. *11*(7), 8–9, 13.

Kazemak, F.E. (1988). Women and adult literacy: Considering the other half of the house. *11*(4), 23–24, 15.

Kerka, S. (1988). Technology and adult education: A list of resources. *11*(8), 17, 22.

King, K.N. (1987). Mediate and educate. *11*(1), 28–29.

Kolenbrander, R.W. (1987). The Reagan Administration: Adult literacy, present policy and future possibilities. *11*(1), 13–15, 22.

Kromholz, S.F., & Johnstone, S.M. (1988). A practical application to training instructional television faculty and students. *11*(8), 15–16.

Landerholm, E., & Karr, J.A. (1988). Designing parent involvement program activities to deal with parents' needs. *11*(5), 11–13, 19.

LaVerna, M.F., & Hammond, D.B. (1987). Intended learning outcomes: Teaching writing to adults. *11*(3), 8–11.

Lewis, L.H. (1988). Adults and computer anxiety: Fact or fiction? *11*(8), 5–8, 12.

Maclay, C.M., & Askov, E.N. (1988). Computers and adult beginning readers: An intergenerational study. *11*(8), 23–25, 28.

McCullough, K.O. (1987). A remembrance of George Aker. *11*(3), 12–13.

McGrath, B.J., Cheek, N., Luikart, C. (1988). University/Community partnerships: Baccalaureate nursing extension. *11*(4), 20–22.

Merriam, S.B. (1988). Finding your way through the maze: A guide to the literature on adult learning. *11*(6), 4–7.

Merrill, M.H. (1988). A helping hand: Educational programs for the functionally illiterate. *11*(7), 25–27, 30.

Mills, H.H., & Westbrook, L. (1987). Supporting continuing education through library services: A program concept in practice at the Georgia Center for Continuing Education. *11*(2), 6–7.

Pierson, M.J., & Springer, S.B. (1988). Can anything good come from non-

traditional degree programs? *11*(5), 20-24.
Podeschi, R.L. (1987). Andragogy: Proofs or premises. *11*(3), 14-16, 20.
Robbins, B.P. (1988). From the files: A look at techniques for doing a technique. *11*(5), 29-30.
Rose, C. (1988). Satellite centers: A non-threatening, personalized environment for adult, part-time students. *11*(6), 19-21.
Ross, J.M. (1987). Learning disabled adults: Who are they and what do we do with them? *11*(3), 4-7, 11.
Sabino, M.J., & Seaman, D.F. (1988). Follow-up of GED completers: An analysis of eight studies in the U.S. and Canada. *11*(7), 4-6.
Stoffel, J.A. (1987). Meeting the needs of distance students: Feedback, support, and promptness. *11*(3), 25-28.
Swartz, R., & Whitney, D.R. (1987). The new GED writing skills test: Some clarifications and suggestions. *11*(2), 4-5, 11, 18.
Talbert, K. (1987). Adult and continuing education: A semantic dilemma. *11*(1), 8-9, 26.
Tough, A. (1987). Potential futures: Implications for adult educators. *11*(1), 10-12.
Turner, T.C. (1988). An overview of computers in adult literacy programs. *11*(8), 9-12.
Valaitis, M. (1988). Teaching critical reading in the content areas. *11*(7), 28-30.
Van Tilburg, E., & Heimlich, J.E. (1987). Education and the subculture: Incorporation versus inculturation—concerns for the educator. *11*(3), 21-24, 28.
White, G.G., & Rose, C. (1988). Empowering the older adult learner: Community education as a delivery system. *11*(7), 20-22, 30
Whiting, L.R. (1988). The television renaissance in extension education. *11*(8), 19-22.
Zorn, R.L. (1988). New life for an old school: Lifelong learning center. *11*(5), 18-19.

**Book Reviews**

Boone, E.J. (1985). *Developing programs in adult education.* Englewood Cliffs, NJ: Prentice-Hall. [Reviewed by Judith J. Edwards in *11*(1), 18.]
Brady, M. (Ed.). (1986). *Perspectives on adult learning.* Gorham, ME: College of Education, University of Southern Maine. [Reviewed by Lois J. Zachary in *11*(4), 17-18.]
Brookfield, S.D. (Interviewer). (1987). *Creating dynamic adult learning experiences Volumes I and II.* (Cassette Recording). [Reviewed by Ralph Brockett in *11*(6), 18-21.]
Draves, W. (1984). *How to teach adults.* The Learning Resource Network (LERN), Manhattan, KS. [Reviewed by Salvatore S. Lanzilotti in *11*(3), 29.]
Freedman, L. (1987). *Quality in continuing education: Principles, practices and standards for colleges and universities.* San Francisco: Jossey-Bass. [Reviewed by Joe F. Donaldson in *11*(4), 18, 22.]
Jarvis, P. (1985). *The sociology of adult and continuing education.* London: Croom Helm. [Reviewed by William M. Rivera in *11*(1), 17-18.]
Knowles, M.S. (1986). *Using learning contracts.* San Francisco: Jossey-Bass. [Reviewed by Allan Pevoto in *11*(7), 17.]
Kotler, P., & Fox, K.F. (1985). *Strategic marketing for educational institutions.* Englewood Cliffs, NJ: Prentice-Hall, Inc. [Reviewed by Dick Handley in *11*(5), 26-27.]

**Intergenerational**

*(continued from page 25)*

have tried to hide the fact that they read poorly, so admitting their poor reading skills to their child was difficult. One must be willing to follow the needs of the adult student in planning a program. One may be able to change models later, but initially, the teacher should probably allow the students to make the decision concerning the model with which they are most comfortable.

## Conclusions

The teachers involved in this project have been very excited and pleased with the accomplishments of the parents, who have shown changes in attitude as well as achievement. However, getting started was not easy. Very few of the teachers had past experience working with adults. Many had little or no experience with computers. Most of them were very hesitant to attempt the task of recruiting parents to work in the program.

Aware of these problems, the Institute offered workshops to all of the teachers, which included help in recruitment. Most of the workshop time, however, was spent in "hands-on" experience with the courseware. The sessions were well attended and highly valued by the teachers. Many of the teachers stated that use of computer courseware should always involve such sessions.

Something else important has happened. Participating parents are beginning to bring their friends to the program. Although most of the test sites now serve only one, two, or three parents, new parents have been identified who want to begin working with the courseware as soon as possible. A grassroots parent network seems to be forming to combat one of the continuing difficulties faced by many teachers—that of recruiting parents who cannot read and are often fearful and embarrassed to admit this. It appears that the recruitment problem will be reduced as the program becomes better known in the community.

The intergenerational aspects of illiteracy have often been cited. Children of parents who have low-level literacy skills have numerous educational and emotional disadvantages. One observation by researchers, when describing children who do well in school, is that these children have parents who read to them. Though this seems such a simple activity, it has far-reaching effects. One of the most important results of such an intergenerational project was described by one of the parents when she said: "I never read to my kid. I'm not quite ready yet. But, now, I think I'll try it real soon." **AAACE**

**REFERENCES**

Borg, W. R., and Gall, M. D. (1983). *Educational research: An introduction* (4th. ed.). New York: Longman.
Karnes, M., Teska, J., Hodgins, A., and Badger, E. (1970). Educational intervention at home by mothers of disadvantaged infants. *Child Development, 41*, 925.
Laosa, L. M. (1982). School occupation, culture, and family: The impact of parental schooling on the parent-child relationship. *Journal of Educational Psychology, 74*, 791-827.
May, F. B. (1986). *Reading as communication* (2nd. ed.). Columbus, OH: Charles E. Merrill.
Sticht, T. G. (1983). *Literacy and human resources development at work: Investing in the education of adults to improve the educability of children.* Alexandria, VA: Human Resources Research Organization.
Wagner, D. A. (1987) *Intergenerational literacy: Effects of parental literacy and attitudes on children's reading achievement in Morocco.* Paper presented at the Biennial Meeting of the Society for Research on Child Development. Baltimore, MD.